



Indiana State Board of Education

Room 225 State House
Indianapolis, Indiana 46204-2798

MEMORANDUM

TO: State Board of Education

FROM: Jeff Zaring, State Board Administrator

DATE: September 29, 2010

SUBJECT: Memoranda of Agreement for schools subject to IC 20-31-9-3

The following school corporations have entered into a Memorandum of Agreement, pursuant to IC 20-31-9-3, with the Department of Education:

- 1) Lake Ridge Schools.
- 2) Gary Community School Corporation.
- 3) Marion Community Schools.

The Superintendent of each school corporation will discuss the corporation's work plan with the State Board of Education. The Department's reviews of the work plans and the follow up work plan submitted by Marion are attached.



Indiana Department of Education

SUPPORTING STUDENT SUCCESS

Turnaround Plan Review Form

Lake Ridge Schools – Calumet High School

Corporation Responsibilities

#	Task	Must do	May do	Score (0 or 1)	Comments
1	Apply to IDOE for a School Improvement Grant, Under Section 1003(g) of the Elementary and Secondary Education Act of 1965 and abide by the terms of the grant.	X		n/a	The School is not eligible for a 1003(g) grant
2	Work with IDOE to identify and select a collaborative partner to support significant academic improvement at the School.	X		0	A collaborative partner has not been selected. However, the corporation is in the process of researching and identifying a collaborative partner.
3	With IDOE's support and approval, replace the principal who led the School during the technical assistance team visit that occurred during the fall of 2009 if the principal was identified as performing below expectations.	X		0	The corporation does not plan to replace the principal. A letter of recommendation from the superintendent is the only piece of evidence provided to support this decision. It is still not clear how the instructional leadership needs at the school will be met.
4	Grant the principal at the School sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in an effort to substantially improve student achievement outcomes and, for high schools, increase high school graduation rates.	X		0	The corporation is working with the local teachers association to allow the principal operational and staffing flexibility. However, there is no plan or agreement at this time that would allow for this. The implementation plan states, "the collective bargaining agreement allows the superintendent to assign teaching positions. This policy will be enforced." However, there is no clear description of how this will be enforced and no provision for the removal of ineffective teachers currently at the School. Adding five minutes to the daily schedule does not seem sufficient to address the School's needs.
5	Ensure that the School is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.	X		0	The implementation plan states, "staff will be based on teaching qualifications and not seniority." However, evidence of how mutual consent will be implemented is not clear.
6	Assure that central office administrators support this MOA by permitting the flexibility outlined above.	X		0	The work plan states, "central office staff will support the autonomy and flexibility of the principal to carry out his functions." However, any description of how this support will look like is minimal. Without an agreement, there is no assurance that the School will have the flexibility needed.
7	Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students at the School.	X		0	Financial incentives at the School are based on "attendance outside the contract day." \$300 is provided for up to ten teachers per year to complete licensure related coursework. These incentives are not clearly designed to attract or incent highly effective teachers.
8	Use rigorous, transparent, and equitable evaluation systems for teachers and leaders at the School that take into account data on student growth as a predominant factor (at least 51% of the evaluation) as well as other factors, such as multiple observation-based assessments of performance and ongoing	X		0	The corporation superintendent "is recommending that the Lake Ridge Schools pilot the IDOE Teacher and Principal Effectiveness Rubrics." A pilot is not the same as broad implementation of a rigorous system with the use of student growth as a predominant factor in the evaluation of teachers and leaders at the School.

#	Task	Must do	May do	Score (0 or 1)	Comments
	collections of professional practice reflective of student achievement and increased high school graduation rates.				
9	Conduct annual evaluations for all teachers and leaders at the School using the systems described above.	X		0	A local evaluation committee is “not in total agreement” about a common evaluation instrument. Although the implementation plan describes the provision of annual evaluations, the work plan does not specifically address this.
10	Identify and reward school leaders, teachers, and other staff at the School who, in implementing the reforms outlined in this MOA, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	X		0	The implementation plan describes the need for “IDOE incentive pay” and “IDOE financial support for legal fees associated with non-renewal and/or cancellation of indefinite contracts.” This does not speak well for the effective implementation of this particular task.
11	Provide staff at the School ongoing, high-quality job-embedded professional development aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	X		1	The School will implement a New Tech model for professional development. The implementation timeline describes discrete PD goals (e.g. “100% of our teachers will include vocabulary development in daily lessons.”). However, these goals are based on inputs rather than outputs (e.g. “90% of students will be able to _____”), so the ultimate success of this effort – coupled with the lack of flexibility around staffing – is somewhat questionable.
12	Use data to identify and implement at the School an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	X		1	The corporation is in the process of curriculum mapping all content areas. This effort will be successful insofar as teachers and staff at the School are capable of implementing a research-based program.
13	Promote the continuous use of student data at the School (such as from formative, interim, and summative assessments) to inform and differentiate instruction to meet the academic needs of individual students.	X		0	The work plan states, “student data will be kept in data binders and used to drive instruction.” It is not clear how these data binders will be used and how teachers and leaders will be held accountable for data-powered decision making.
14	Increase the use of IDOE’s online portal, the <i>Learning Connection</i> , at the School to advance the strategic use of data described above.	X		1	The School will have all teachers using the <i>Learning Connection</i> by August 2010.
15	Implement a new school model at the School. Promising turnaround models include but are not limited to Asia Society, International Baccalaureate, and New Tech High School.		X	n/a	The School has been approved or and will implement the New Tech Model in grades nine and ten starting in 2010-11. The Model will be fully implemented by 2012-13.
16	Employ a clear improvement approach (e.g. Baldrige system) at the School.		X	n/a	The School will train its staff on the 8-step process by September 2010.
17	Using IDOE’s common evaluation framework to measure the effectiveness of staff who can work within the School to meet the needs of students, <ul style="list-style-type: none"> Screen all existing staff at the School and rehire no more than 50% of the instructional staff; and Select new staff for the School; 		X	n/a	The work plan states that the superintendent may place all teachers at the School on probation for failure to meet academic standards. However, the corporation will not do so without IDOE’s support. Moreover, the implementation plan also asks for IDOE’s support with legal fees (as in task #10). This information raises additional concerns about the local leadership’s willingness and ability to enact bold and sweeping reforms.
18	Adopt a new governance structure at the School, which may include, but is not limited to, requiring the School to report to a new “turnaround office” in the Corporation, hire a “turnaround leader” who reports directly to the		X	n/a	The work plan states that this task is not applicable “as per Dale Chu.” However, additional details are not provided.

#	Task	Must do	May do	Score (0 or 1)	Comments
	Superintendent or Chief Academic Officer, or enter into a multi-year contract with the Corporation to obtain added flexibility in exchange for greater accountability.				
19	Establish schedules and implement strategies at the School that provide increased learning time.		X	n/a	It is highly unlikely that adding five minutes daily “will result in a restructuring of the school day and increase opportunities for student instruction.”
20	Provide appropriate social-emotional and community-oriented services and supports for students at the School.		X	n/a	The work plan describes the support provided by a school-based health clinic. However, this does not sufficiently address the finding from the School Quality Review, which stated, “With the exception of the onsite health clinic, there is no evidence of local business community engaging with the school to improve student learning. The development of a partnership model to engage the wider community in the affairs of the school is yet to come to fruition.”
21	Convert the School to a conversion charter school as defined in IC 20-24-1-5 or close and reopen the School under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process.		X	n/a	The School does not choose this option, though it would be a bold move in providing greater autonomy and flexibility.
22	Close the School and enroll the students who attended the School in other, higher achieving, schools in the Corporation. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. Submit to IDOE locally adopted policies for determining eligibility for attendance at the School, including attendance zone, feeder schools, hardship waivers and magnet programs. Any revisions must be approved by IDOE.		X	n/a	The School does not choose this option, though it would be a bold move in showing zero tolerance for chronic failure.
23	Submit to IDOE locally adopted policies for determining eligibility for attendance at the School, including attendance zone, feeder schools, hardship waivers and magnet programs. Any revisions must be approved by IDOE.	X		0	The School has only one feeder school (Lake Ridge Middle School). The work plan states that the corporation’s transfer policy and guidelines are provided in the appendix, though this policy was not clearly identified in the table of contents or among the provided documents.
24	Consult with IDOE concerning the implementation of interventions in the School’s feeder schools under the Corporation’s jurisdiction.	X		0	Although the work plan states that teachers at the middle school will also be placed on probation, the information provide in task 17 gives reason to question how and whether or not this will be implemented.
25	Ensure the School uses appropriate diagnostic assessments, frameworks, and tools (e.g. <i>Learning Connection</i>) developed or approved by IDOE.	X		TBD	Further discussion with the corporation on this task will be needed.
26	Consult with IDOE to assure the scope of services in contracts for academic services and professional development to the School align with the domains outlined by IDOE’s Turnaround Framework.	X		0	The corporation plans to submit details and vitae for consultants and organizations providing academic services and professional development. The work plan states that two consultants currently work with the corporation, though it is not clear if this means there are only two consultants working with the School and whether or not

#	Task	Must do	May do	Score (0 or 1)	Comments
					this is the extent to which the School currently receives academic services and professional development. Moreover, there is no evidence that current services align with IDOE's Turnaround Framework.
27	Seek input from IDOE regarding the selection of applicants for teaching and administrative positions at the School.	X		0	Although the work plan states the corporation plans to seek input from IDOE, the fact there will apparently be no new hires for the upcoming school year is an item of concern and prompts the need for further discussion.
28	Extract and report diagnostic data directly to IDOE in substance, format, and intervals established by IDOE, in addition to the data reported to IDOE as required by all schools accredited by IDOE. These data shall include but are not limited to interim assessments, student and teacher attendance rates, and student retention, suspension and expulsion totals.	X		1	At present, the corporation's plan for reporting diagnostic data is sufficient. However, this plan may need to be amended based on interventions and other actions the School plans to implement.



Indiana Department of Education

SUPPORTING STUDENT SUCCESS

Turnaround Plan Review Form

Gary Community Schools – Roosevelt Career & Technical Academy

Corporation Responsibilities

#	Task	Must do	May do	Score (0 or 1)	Comments
1	Apply to IDOE for a School Improvement Grant, Under Section 1003(g) of the Elementary and Secondary Education Act of 1965 and abide by the terms of the grant.	X		1	The School has applied for a 1003(g) grant.
2	Work with IDOE to identify and select a collaborative partner to support significant academic improvement at the School.	X		1	The corporation has selected EdWorks to serve as a collaborative partner.
3	With IDOE's support and approval, replace the principal who led the School during the technical assistance team visit that occurred during the fall of 2009 if the principal was identified as performing below expectations.	X		0	The corporation intends to replace the principal. The work plan states this will be completed by 7/1/10. However, more details are needed regarding interim action steps and supporting evidence (e.g. background/expertise of prospective principals).
4	Grant the principal at the School sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in an effort to substantially improve student achievement outcomes and, for high schools, increase high school graduation rates.	X		0	The work plan states the corporation is working with the local teachers association to remove contractual constraints. However, the work plan template overview states, "The principal is not free from collective bargaining restraints. Negotiations are in progress."
5	Ensure that the School is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.	X		0	The work plan states the corporation is working with the local teachers association to allow for mutual consent, with a target completion date of 7/1/10. However, there are currently no assurances that this will be implemented.
6	Assure that central office administrators support this MOA by permitting the flexibility outlined above.	X		0	The work plan states the corporation is working with the local teachers association to accomplish this task, though no target completion date is provided in the work plan template.
7	Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students at the School.	X		0	Financial incentives at the School are comprised of two tuition assistance programs, a good attendance policy, and reimbursement for attendance at professional conferences. The work plan overview also states that the corporation "will negotiate to reinstate two new hire incentives" – specifically a relocation stipend and a signing bonus. However, these incentives are not clearly designed to attract or incent highly effective teachers.
8	Use rigorous, transparent, and equitable evaluation systems for teachers and leaders at the School that take into account data on student growth as a predominant factor (at least 51% of the evaluation) as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates.	X		0	The corporation has expressed interested in using IDOE's teacher and principal effectiveness rubrics. However, details of implementation are unclear at this time. For example, it is not clear whether IDOE's rubrics will supplement or supplant the evaluation forms currently in use. Moreover, the work plan template indicates this task has not yet been started.

#	Task	Must do	May do	Score (0 or 1)	Comments
9	Conduct annual evaluations for all teachers and leaders at the School using the systems described above.	X		0	The work plan does not specifically address this task, though the work plan template indicates it has not been started.
10	Identify and reward school leaders, teachers, and other staff at the School who, in implementing the reforms outlined in this MOA, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	X		0	The work plan does not specifically address this task, though the work plan template indicates it has not been started and that there are issues that may affect implementation/completion.
11	Provide staff at the School ongoing, high-quality job-embedded professional development aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	X		0	The work plan template lists the regional ESC as a resource for professional development, though the nature of their support is unclear. The professional development plan submitted describes discrete "indicators of success" (e.g. "Official school-reported graduation rate of at least 60%"). However, these indicators are generally based on summative outputs. In other words, the data provided by these indicators may arrive too late to impact PD practices at the school. As a result, the ultimate success of this effort – coupled with the uncertainty around negotiations underway with the local bargaining unit – is somewhat questionable.
12	Use data to identify and implement at the School an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	X		0	The work plan template identifies "curriculum mapping to the common core standards." More details are needed here, though mapping will be successful insofar as teachers and staff at the School are capable of implementing a research-based program.
13	Promote the continuous use of student data at the School (such as from formative, interim, and summative assessments) to inform and differentiate instruction to meet the academic needs of individual students.	X		0	The work plan template identifies Davenport's 8-step process. However, more details are needed here.
14	Increase the use of IDOE's online portal, the <i>Learning Connection</i> , at the School to advance the strategic use of data described above.	X		0	The work plan does not clearly address this task.
15	Implement a new school model at the School. Promising turnaround models include but are not limited to Asia Society, International Baccalaureate, and New Tech High School.		X	n/a	The work plan does not clearly address this task.
16	Employ a clear improvement approach (e.g. Baldrige system) at the School.		X	n/a	The work plan does not clearly address this task.
17	Using IDOE's common evaluation framework to measure the effectiveness of staff who can work within the School to meet the needs of students, <ul style="list-style-type: none"> Screen all existing staff at the School and rehire no more than 50% of the instructional staff; and Select new staff for the School; 		X	n/a	The work plan indicates the corporation is interested in IDOE's evaluation rubrics, though makes no provision for the screening of existing staff or the removal of ineffective teachers.
18	Adopt a new governance structure at the School, which may include, but is not limited to, requiring the School to report to a new "turnaround office" in the Corporation, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or		X	n/a	The work plan does not clearly address this task.

#	Task	Must do	May do	Score (0 or 1)	Comments
	enter into a multi-year contract with the Corporation to obtain added flexibility in exchange for greater accountability.				
19	Establish schedules and implement strategies at the School that provide increased learning time.		X	n/a	The work plan template identifies “summer camps” and “block scheduling” to being in 2011-12. However, it is unclear whether either of these initiatives will increase productive learning time.
20	Provide appropriate social-emotional and community-oriented services and supports for students at the School.		X	n/a	The work plan template identifies “Edgewater Systems” and “Boys/Girls Club.” However, these do not sufficiently address the finding from the School Quality Review, which stated, “the School has generally weak partnerships with the community... [and] no systematic strategy to develop more [links].”
21	Convert the School to a conversion charter school as defined in IC 20-24-1-5 or close and reopen the School under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process.		X	n/a	The School does not choose this option, though it would be a bold move in providing greater autonomy and flexibility.
22	Close the School and enroll the students who attended the School in other, higher achieving, schools in the Corporation. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. Submit to IDOE locally adopted policies for determining eligibility for attendance at the School, including attendance zone, feeder schools, hardship waivers and magnet programs. Any revisions must be approved by IDOE.		X	n/a	The School does not choose this option, though it would be a bold move in showing zero tolerance for chronic failure.
23	Submit to IDOE locally adopted policies for determining eligibility for attendance at the School, including attendance zone, feeder schools, hardship waivers and magnet programs. Any revisions must be approved by IDOE.	X		0	The work plan states that the corporation’s transfer policy and guidelines have been provided, though this policy was not clearly identified within the provided documents.
24	Consult with IDOE concerning the implementation of interventions in the School’s feeder schools under the Corporation’s jurisdiction.	X		0	The work plan does not clearly address this task.
25	Ensure the School uses appropriate diagnostic assessments, frameworks, and tools (e.g. <i>Learning Connection</i>) developed or approved by IDOE.	X		0	Further discussion with the corporation on this task will be needed.
26	Consult with IDOE to assure the scope of services in contracts for academic services and professional development to the School align with the domains outlined by IDOE’s Turnaround Framework.	X		0	The total extent to which the School currently receives academic services and professional development is not clear. The work plan identifies a potential New Tech contract, though the details of implementation are not provided.
27	Seek input from IDOE regarding the selection of	X		0	The work plan does not clearly address this task.

#	Task	Must do	May do	Score (0 or 1)	Comments
	applicants for teaching and administrative positions at the School.				
28	Extract and report diagnostic data directly to IDOE in substance, format, and intervals established by IDOE, in addition to the data reported to IDOE as required by all schools accredited by IDOE. These data shall include but are not limited to interim assessments, student and teacher attendance rates, and student retention, suspension and expulsion totals.	X		0	The work plan does not clearly address this task, though the work plan template identifies "i3 application to begin Acuity assessments, grades 7, 8, and 9."



Indiana Department of Education

SUPPORTING STUDENT SUCCESS

Turnaround Plan Review Form

Marion Community Schools – Marion High School

Corporation Responsibilities

#	Task	Must do	May do	Score (0 or 1)	Comments
1	Apply to IDOE for a School Improvement Grant, Under Section 1003(g) of the Elementary and Secondary Education Act of 1965 and abide by the terms of the grant.	X		n/a	The School is not eligible for a 1003(g) grant
2	Work with IDOE to identify and select a collaborative partner to support significant academic improvement at the School.	X		0	The corporation plans to select STI Achievement Services as a collaborative partner (along with Region 8 ESC). Additional follow up is needed here to complete an evaluation of this task.
3	With IDOE's support and approval, replace the principal who led the School during the technical assistance team visit that occurred during the fall of 2009 if the principal was identified as performing below expectations.	X		0	The corporation does not plan to replace the principal, who has been in the position for 8 months as of April 2010. According to the corporation, "the district will expect the principal to provide instructional leadership, and if he cannot live up to this expectation, he will be removed at the end of the next year." Although the corporation states that "at least two" central office administrators will provide direct support to the principal, it is not clear whether this will be sufficient to meet the instructional leadership needs at the School.
4	Grant the principal at the School sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in an effort to substantially improve student achievement outcomes and, for high schools, increase high school graduation rates.	X		1	The corporation indicates that "MTA and the MCS will enter into a Memorandum of Understanding spelling out the flexibility the principal will have." A copy of the signed MOU provided (Appendix E) indicates that the principal will have some flexibility, though no additional latitude with regard to the dismissal of ineffective teachers.
5	Ensure that the School is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.	X		1	The signed MOU states, "Marion High School will not be required to accept a teacher without the mutual consent of the teacher and the principal, regardless of the teacher's seniority."
6	Assure that central office administrators support this MOA by permitting the flexibility outlined above.	X		1	See above comments for task 4 and 5. The corporation superintendent has indicated strong support for some of these reforms.
7	Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students at the School.	X		0	The corporation's plan describes additional compensation within the context of attending and disseminating practices from professional development opportunities (i.e. for working extra time). However, alternative compensation and incentives, esp. tied to student performance, are not clearly addressed. As a result, the current plan does not create sufficient inducements for attracting, recruiting, and retaining highly effective staff.
8	Use rigorous, transparent, and equitable evaluation systems for teachers and leaders at the School that take into account data on student growth as a predominant factor (at least 51% of the evaluation) as well as other	X		1	The signed MOU states, "Marion High School will adopt rigorous and equitable evaluation systems that take into account student growth as predominant fact [sic] (at least 51%) as well as other factors." However, it is not clear how iObservation, cited in the work plan and described as being

#	Task	Must do	May do	Score (0 or 1)	Comments
	factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates.				"designed to respectfully review teacher performances," will be used to ensure student growth as the predominant measure.
9	Conduct annual evaluations for all teachers and leaders at the School using the systems described above.	X		1	The signed MOU between the corporation and the teachers association states, "Every teacher and school administrator at Marion High School will be evaluated annually." Moreover, it states "teachers at Marion High School will be evaluated by an independent evaluator at the discretion of the Indiana Department of Education."
10	Identify and reward school leaders, teachers, and other staff at the School who, in implementing the reforms outlined in this MOA, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	X		0	The work plan does not clearly address the rewarding of teachers and leaders who increase student achievement. Rather, the plan focuses on "flex time" and "ongoing professional development." Moreover, the work plan does not address the expeditious removal of ineffective teachers after they have been given ample opportunities to improve their practice.
11	Provide staff at the School ongoing, high-quality job-embedded professional development aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	X		0	The school's professional development plan "will focus on improving the teachers' classroom practices, the staff's ability to develop positive student relationships, effective classroom management, the use of student data to guide instruction, and sound leadership skills." A table is provided that shows PD activities through December, leaving the question as to how PD will continue through the spring. Moreover, it is unclear how teachers and staff will be held accountable for the school's PD goals and what instruments will be used to measure effectiveness.
12	Use data to identify and implement at the School an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	X		1	The corporation will utilize Region 8 ESC's assistance in helping teachers align the curriculum. This effort will be successful insofar as teachers and staff at the School are capable of implementing a research-based program.
13	Promote the continuous use of student data at the School (such as from formative, interim, and summative assessments) to inform and differentiate instruction to meet the academic needs of individual students.	X		0	The work plan cites STI Achievement Services' support with this task, though it is not clear how the continuous use of data will become embedded within the School. The Quality Review stated, "Teachers rely on informal questioning, students' facial expressions, and quiz results to assess progress."
14	Increase the use of IDOE's online portal, the <i>Learning Connection</i> , at the School to advance the strategic use of data described above.	X		0	The work plan states, "Marion High Schools teachers are not signed up yet to use <i>Learning Connection</i> . Training will be accomplished on May 13, 2010."
15	Implement a new school model at the School. Promising turnaround models include but are not limited to Asia Society, International Baccalaureate, and New Tech High School.		X	n/a	The School does not intend to implement a new school model.
16	Employ a clear improvement approach (e.g. Baldrige system) at the School.		X	n/a	The School "will look at the 8-step process with the MHS staff to decide whether it should be implemented."
17	Using IDOE's common evaluation framework to measure the effectiveness of staff who can work within the School to meet the needs of students, <ul style="list-style-type: none"> Screen all existing staff at the School and rehire no more than 50% of the instructional staff; and 		X	n/a	The School does not intend to screen existing staff as described in this task.

#	Task	Must do	May do	Score (0 or 1)	Comments
	<ul style="list-style-type: none"> Select new staff for the School; 				
18	Adopt a new governance structure at the School, which may include, but is not limited to, requiring the School to report to a new “turnaround office” in the Corporation, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the Corporation to obtain added flexibility in exchange for greater accountability.		X	n/a	The corporation has posted a vacancy for a Chief Academic Officer who will devote at least 60% of their time toward the support of the School.
19	Establish schedules and implement strategies at the School that provide increased learning time.		X	n/a	According to the Quality Review, “the school calendar is set according to outdated needs of the community with a week off during the harvest season yet few families and students are involved in agrarian pursuits. It has not adjusted the schedule to reflect the needs of the high number of students who fail algebra I or other courses. These students are to make up credits in a lab but the schedule does not reflect sufficient time for all students to access the limited number of computers set aside for this task.” Although the corporation intends to “discuss possible changes,” it is not clear if changes will be made or whether changes will provide for increased learning time.
20	Provide appropriate social-emotional and community-oriented services and supports for students at the School.		X	n/a	The work plan cites Family Services of Grant county and two graduation coaches as the key avenues for support. However, it is not clear if this will be sufficient in providing for the needs of all students at the School.
21	Convert the School to a conversion charter school as defined in IC 20-24-1-5 or close and reopen the School under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process.		X	n/a	The School does not choose this option.
22	Close the School and enroll the students who attended the School in other, higher achieving, schools in the Corporation. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. Submit to IDOE locally adopted policies for determining eligibility for attendance at the School, including attendance zone, feeder schools, hardship waivers and magnet programs. Any revisions must be approved by IDOE.		X	n/a	The School does not choose this option.
23	Submit to IDOE locally adopted policies for determining eligibility for attendance at the School, including attendance zone, feeder schools, hardship waivers and magnet programs. Any revisions must be approved by IDOE.	X		0	The work plan states, “no policies will be submitted at this time because Marion only has one high school for students to attend.”
24	Consult with IDOE concerning the implementation of interventions in the School’s feeder schools under the Corporation’s jurisdiction.	X		0	The work plan states that the School’s external partners will also work with the middle school, specifically to develop formative assessments. Additional discussion may be needed to complete the evaluation of this task.

#	Task	Must do	May do	Score (0 or 1)	Comments
25	Ensure the School uses appropriate diagnostic assessments, frameworks, and tools (e.g. <i>Learning Connection</i>) developed or approved by IDOE.	X		0	Further discussion with the corporation on this task will be needed.
26	Consult with IDOE to assure the scope of services in contracts for academic services and professional development to the School align with the domains outlined by IDOE's Turnaround Framework.	X		0	Further discussion with the corporation on this task will be needed.
27	Seek input from IDOE regarding the selection of applicants for teaching and administrative positions at the School.	X		1	Although further discussion with the corporation may be needed (esp. w/ teacher selection), the signed MOU states that the corporation will "seek input from the Indiana Department of Education regarding the selection of applicants for teaching and administrative positions at Marion High School."
28	Extract and report diagnostic data directly to IDOE in substance, format, and intervals established by IDOE, in addition to the data reported to IDOE as required by all schools accredited by IDOE. These data shall include but are not limited to interim assessments, student and teacher attendance rates, and student retention, suspension and expulsion totals.	X		1	The work plan states, "STI Achievement Services, Powerschool, and the <i>Learning Connection</i> will be used to gather data to send to the IDOE." This data will be reported "at regular intervals set by the IDOE."



Marion Community Schools

Raising the bar of excellence in education

September 16, 2010

Mr. Jeff Zaring
Chief of Results and Reform
Indiana Department of Education
151 West Ohio Street
Indianapolis, Indiana 46204

Re: Memorandum of Agreement for Marion High School and Response to Rubric
Scores of Zero (0) in the "Turnaround Plan Review Form" for Marion High School

Dear Mr. Zaring:

Enclosed in this mailing is a signed copy of the Memorandum of Agreement between the Indiana Department of Education (IDOE) and the Marion Community Schools (MCS) for Marion High School (MHS) along with information provided for the IDOE review team to consider regarding the zero (0) marks in the "Turn Around Plan Review Form" we received from your office in the letter dated July 1, 2010.

The information we provide for clarification is as follows:

2. Collaborative Partner:

- a. Marion Community Schools (MCS) has contracted with STI Achievement Services to provide formative assessment pieces for English/language arts and mathematics classes at McCulloch Junior High School (MJHS) and Marion High School (MHS).

STI representative, Judy Valos, is working with MJHS and MHS to implement the 8-step process. Data disaggregation has already begun, with teachers provided the time to do an in-depth analysis of their ISTEP and ECA tests scores, to help determine their instructional timeline for the school year. Instructional timelines are in the process of being created, utilizing the data and the Indiana Curriculum Maps, provided by the IDOE. English/language arts and mathematics teachers have started creating their formative assessments that align with the instructional timeline. The process of administering formative assessments and meeting together in data groups will be ongoing and facilitated by Ms. Valos. During this process, after data analysis, teachers will develop a plan for providing needed interventions for students who did not meet the requirements of the formative

assessment, while moving forward with their curriculum for the year. Students who have mastered standards appropriately will be provided with enrichment to ensure that they are, in fact, moving forward at a pace appropriate for their individual skill level. Strategies, best practices, and other areas of support will be provided by Ms. Valos, during these collaborative meetings. Ms. Valos will observe in classrooms, providing support and guidance for the process for all classroom teachers. Ms. Valos will also work with administrators to see that continuous data is displayed for teachers and students to see progress, set goals, and work toward the highest level of achievement for every student.

- b. MCS, through the help of grant funding provided by the IDOE, has contracted with Pat Davenport to implement the 8 Step Process at both MJHS and MHS. Ms. Davenport in-serviced teacher and administrator leadership teams from both buildings for four days (August 23 – 26, 2010). The leadership teams developed a plan for implementation for their respective buildings and during the first two weeks of September 2010 will introduce the 8 Step Process to their colleagues. Ms. Davenport will return for four (4) process checks during the year to ensure the process is progressing as planned.

The 8 Step Process is embraced by the Superintendent, the Marion Board of School Trustees, the school administration, the instructional staffs at both schools and the community committee, "Friends of Marion High School", which has been formed to garner community support for the turnaround efforts at MHS.

- c. Judy Valos, STI representative, and Pat Davenport, 8 Step Consultant, have collaborated together and with MCS administrators to integrate the formative assessments developed by STI with teacher participation with the 8 Step Process to ensure formative student data used in the instructional turnaround efforts at both MJHS and MHS. This is the only place this is being done in Indiana.
- d. MCS is aggressively purposing a turnaround at the high school through quality professional development, teacher expectations, use of STI Student Achievement and the implementation of the 8 Step Process. A community committee, "Friends of Marion High", chaired by Mayor Wayne Seybold and local businessman, John Earnest (who served on the Cambridge Review Team), has also been engaged to help with community focus on the turnaround of MHS. A MOU has been agreed to with the Marion Teachers Association (MTA) to give the principal the operational flexibility to run the building.

7. Incentives:

- a. All MHS and MJHS teachers will participate once a week in a one-hour collaboration time. Teachers will be paid \$18.00/hour to participate. Professional Growth Points (PGP) will be awarded to those teachers working to professionalize their teaching licenses.

The collaboration time will be used for the development of professional learning communities with teachers discussing best instructional practices, sharing student

work and collaborating to improve the delivery of instruction within their academic departments. Teachers from several departments in the junior high school will join the high school teachers in the collaboration time to enhance the articulation of programming between the junior high and the high school.

- b. All MJHS and MHS teachers will be offered the opportunity to gain certification as high ability teachers with a portion of the total expense covered by the district. This is being done to enhance the professional growth of teachers regardless of their class assignments. Teachers participating in the certification training will learn how to differentiate instruction for high ability learners.
- c. MCS has entered into the grant application with the IDOE for the System for Teacher and Student Advancement (TAP Program). If the grant application is successful, the district in 2010-2011 will be able to implement a turnaround model which provides incentive pay for all teachers, authentic teacher evaluation, and multiple opportunities for teachers to grow as instructional leaders while being appropriately rewarded for their efforts.
- d. MHS teachers identified as quality teachers because of their work with students to promote student academic achievement, their effective use of student data to inform instruction and their successful implementation of the 8 Step Process, will be given additional compensation through the purchase of their preparation periods two to three times a week to mentor other teachers. This will promote quality embedded professional development through promoting the opportunity for effective teachers to share their expertise with other teachers while helping them grow as instructional leaders and providing them additional compensation.
- e. Department Chairpersons at MHS are now meeting once per week to plan the collaboration time for their departments and using a department preparation period to do so. In the past, the MHS Department Chairpersons have not functioned as instructional leaders. The involvement of Department Chairpersons in planning and leading instructional discussions within their departmental teams is a major change in practice and philosophy at the school and promotes the growth of teachers as instructional leaders.
- f. Team leaders at MJHS are also meeting to plan the collaboration time for their staff and are being paid \$18.00 an hour for their time outside of contract time.
- g. Teachers at MJHS and MHS are being compensated for their participation in professional development offered locally outside of their regular contracted day.
- h. MCS will encourage, support and pay for MHS teachers, in applicable teaching areas, to become licensed in additional teaching areas through the passage of Praxis II examinations.
- i. MCS will pay the membership fee for selected professional organizations to enable teacher leaders to gain specific knowledge in best practices. Organizations may

include ASCD, NSDC, or other content specific organizations as approved by the Superintendent.

10. Rewards and Consequences:

- a. MHS teachers identified as quality teachers because of their work with students to promote student academic achievement, their effective use of student data to inform instruction and their successful implementation of the 8 Step Process, will be given additional compensation through the purchase of their preparation periods two to three times a week to mentor other teachers. This will promote quality embedded professional development through promoting the opportunity for effective teachers to share their expertise with other teachers while helping them grow as instructional leaders. This will provide teachers an incentive pay to use their abilities as instructional leaders.
- b. The MTA, School Board and Superintendent expect all teachers to effectively implement the turnaround model identified for the school and direct growth in student achievement and as a result signed a Memorandum of Understanding (MOU) in April that spelled out the following specific actions:
 - Teachers at Marion High School will be evaluated by an independent evaluator at the discretion of the Indiana Department of Education.
 - Every teacher and school administrator at Marion High School will be evaluated annually.
 - Marion High School will adopt rigorous and equitable evaluation systems for teachers and leaders at the school that take into account student growth as the predominant factor (at least 51%) as well as other factors, such as multiple observations-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates.
 - The Marion High School Principal will be given sufficient operational flexibility by the MTA and the MCS to fully implement a comprehensive approach in an effort to substantially improve student achievement outcomes and increase graduation rates. The autonomies agreed to for the principal include but are not limited to:
 - (1) The ability to create, in collaboration with the MCS Central Office Staff after discussion with the MTA, a flexible student schedule in order to provide better service for a student with specific educational needs.
 - (2) The ability to create building procedures for greeting busses, for dismissal and for referring a student to the office.
 - (3) The ability to, in collaboration with the teachers, create a faculty handbook.
 - (4) The ability to re-assign staff based on documented student needs.

- (5) The ability to re-assign classrooms to develop more collaboration and sharing among staff.
- (6) The ability to mandate lunch duties.
- (7) The ability to create and staff study tables with appropriate teachers as needed.
- (8) The ability to require teachers to prepare and submit a syllabus with timelines and products for each semester class taught.
- (9) The ability to require teachers to have weekly lesson plans for administrative review. The plans are to be readily available at the teachers' desks.
- (10) The freedom to establish routines for faculty being visible during the school day (passing periods, etc.).
- (11) The freedom to develop routines for handling discipline including levels requiring teacher attention with only the most severe being referred to administration.
- (12) The ability to direct teachers in the implementation of best practices for improvement of instruction and student achievement.
- (13) The ability to establish protocols for accountability of teachers in the following areas:

- Team and department meetings
- Professional development events
- Parent conferences and parent notification
- Required paperwork
- Teacher attendance
- Marion High School will not be required to accept a teacher without the mutual consent of the teacher and the principal, regardless of the teacher's seniority.
- Seek input from the Indiana Department of Education regarding the selection of applicants for teaching and administrative positions at Marion High School.

- c. The building principal will be eligible to receive up to \$4,000 based on his role in bringing about improved student achievement at the school. The assistant principals will be eligible to receive up to \$2,000 based on their role in bringing about improved student achievement at the school. The administrative evaluation and the overall improvement of the school's quality measure indicators will contribute to the determination of the incentive bonus.
- d. MCS has entered into the grant application with the IDOE for the Teacher and Student Advancement (TAP Program). If the grant application is successful, the district in 2010-2011 will be able to implement a turnaround model which provides incentive pay for all teachers, authentic teacher evaluation, and multiple opportunities for teachers to grow as instructional leaders while being appropriately rewarded for their efforts.

11. On-going Professional Development

- e. The instructional staffs of MJHS and MHS were offered and participated in multiple staff development opportunities during the summer of 2010. This was done to alleviate some of the need to remove teachers from the classroom for professional development during the school year. The collaboration session, once per week, will be invaluable as a source of on-going professional development at the most basic level for teachers.
- f. The STI Student Achievement representative, Judy Valos, will be working directly with English/language arts and mathematics teachers in their classrooms throughout the year on strategies to improve student performance in noted deficient areas as evidenced by the formative assessments.
- g. MCS has advertised for, and will employ, a mathematics coach, a technology coach and a literacy coach to work directly in the classroom with teachers to improve instructional delivery. This concept obviously supports embedded professional development.
- h. Teachers will be monitored by the MHS administrative staff and expected to implement best practice strategies promoted through professional development. Teachers will also be expected to participate in collaboration sessions. Refusal to participate will be reflected in the evaluation and, may impact their job status.

13. Continuous Use of Student Data

- a. Formative assessments developed through STI Student Achievement Services will be used to measure student progress. This information will then be used in a thirty minute session, four days each week, to remediate and enhance instruction for students depending on demonstrated progress toward mastery of learning standards.
- b. Benchmark student data such as attendance, behavioral, dropout, etc. will be used to regularly measure progress of quality indicators and guide needed adjustments to school and instructional practices throughout the year.

14. "Learning Connection"

- a. MHS teachers have registered on the "Learning Connection" and have received professional development on the tool.
- b. The "Learning Connection" will be used to advance the strategic use of data. Student data for MHS will be imported into the "Learning Connection" and accessed by teachers to inform instruction. More in-service on the "Learning Connection" will be provided for MJHS and MHS teachers.

23. Attendance Policies

- i. MCS has only one high school. Therefore, no attendance policies or districts have been created. The two middle schools have been reconfigured into a junior high

school and an intermediate school for the 2010-2011 school year to, among other things, address the need to develop a direct feeder school for the MHS. MJHS houses students in grades 7 and 8 and now has teachers working closely with the MHS staff to better promote the development of instructional strategies and common practices between the two schools. The former Justice Middle School has now become Justice Intermediate School (JIS) and will be the feeder school for MJHS.

24. Implementation of Interventions in feeder schools

- a. MCS has consulted with the IDOE on the implementation of the 8 Step Process at MJHS as well as other schools within the district. The IDOE has funded the 8 Step training for MJHS and MHS through a \$50,000 grant award. All other schools in the district will participate in training for the 8 Step Process in Indianapolis, Indiana in September and October. This training is hosted by the IDOE. All MCS schools will implement the 8 Step Process in 2010-2011.
- b. MJHS as well as MHS will utilize STI Student Achievement Services to build and use formative assessment tools in the English/language arts and mathematics classes. The assessments will be used to inform instruction and follow-up professional development will be afforded the teachers to assist them in developing their ability to better address student learning needs as evidenced through assessment results.
- c. Acuity testing will also be utilized at MJHS to inform instruction.

25. Appropriate Diagnostic Tools

- a. MCS welcomes further discussion with the IDOE on appropriate diagnostic tools.
- b. MCS will be exploring the possibility of utilizing the new Acuity assessment for Algebra I.

26. Consult with IDOE

- a. MCS welcomes further discussion with the IDOE on the scope of services and contracts for academic services and professional development for MHS to align with the domains outlined by the IDOE's turnaround model.
- b. The evaluation of teachers is critical to the success of the academic turnaround at MHS. MCS would welcome a partnership on the external evaluation of teachers in the event this service could not be provided by the IDOE. MCS would like to collaborate with the IDOE on the identification of external evaluators and provide the service if the IDOE determines it appropriate.

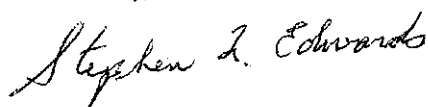
We believe an intervention that would be powerful for our school district in helping us improve MHS would be teacher evaluations conducted by independent evaluators. We are excited this is listed as a responsibility of the IDOE in the MOA; however, we understand it may be difficult for the IDOE to

provide this service to the turnaround schools because of a lack of human and/or financial resources. MCS is interested in employing a cadre of independent evaluators through Administrator Assistance (West Lafayette, Indiana) or another source to complete independent evaluations of MHS teachers. We realize the evaluators and the professional organization providing them would need the approval of the IDOE. We only offer Administrator Assistance as a possibility.

Administrator Assistance has quoted the evaluation service at \$40,000. For this fee, a minimum of three observations and one summative evaluation conference for 22 non-permanent and semi-permanent teachers and a minimum of two observations and one summative evaluation conference for 42 permanent teachers would be provided. Each observation would be a minimum of 40 minutes. Of course, the projected number of observations and conferences are a minimum and could expand depending on the outcome of individual summative evaluations. The fee quoted includes all ancillary costs such as travel and preparation of the written evaluation summaries.

MCS is requesting the IDOE's fiscal support, guidance and collaboration to conduct the independent evaluations. IDOE has already been very generous to the district by providing a \$50,000 grant for training and implementation of the Eight Step Process at MJHS and MHS. We very much appreciate that grant funding. We know this is an additional request, but our school district did not qualify for the school improvement grant. We would like very much to employ independent evaluators for MHS. Thank you for entertaining this request.

Sincerely,

A handwritten signature in cursive script that reads "Stephen L. Edwards".

Stephen L. Edwards
Superintendent
Marion Community Schools

Enclosure